**Logo

Description automatically generatedInstrument ESSENTIALS   
for Coalition Asset Objectives**

**Topic**

Coalitions are the engines of local level tobacco control work. By partnering with coalitions, tobacco control programs can educate, mobilize and engage local populations in policy, environmental and systems change work. Effective coalitions recruit and retain a range of individuals and community groups to lead and amplify advocacy efforts to end the tobacco industry’s influence in their communities.

To ensure that work is effective and impactful, projects that pursue coalition asset objectives aim to enhance the diversity, involvement, skills and satisfaction of coalition or advisory group members in supporting tobacco control activities. Assessing coalition activities and functioning is a required component of these objectives.

**Terminology**

* Advisory Committee/Council/Board: A group of organizations or thought leaders who can provide insights into specific populations or policy issues
* Coalition: A group of people and organizations with some common goals *led by someone other than the tobacco control project* to improve the health and environment of local communities; a means of engaging the community in tobacco control efforts
* Community Engagement: The practice of reaching out to and involving members of the local population in project activities. Nurturing their involvement is crucial to benefit from community input and create buy-in
* Constituency: The people involved in or served by an organization, cultural group or elected official. The term could also refer to the residents in an electoral district
* Cultural Competence/Cultural Responsiveness/Cultural Humility: The ability to recognize one’s own biases when working with others; willingness to be open to values and beliefs that differ from one’s own; seeking out and making space for diverse perspectives and solutions; ongoing practice of self-examination and cultural education
* Diversity: The practice or quality of including or involving people from a range of different geographical or community constituencies, social and ethnic backgrounds, genders, sexual orientations, levels of expertise and connections. Recruiting a mix of people and characteristics can ensure that your team reflects multiple perspectives and can thrive in a variety of settings
* Key Opinion Leader: A thought leader or influential source who can provide access to or knowledge about a specific community or population. Besides elected policymakers, sources might include educators, religious leaders, business owners, heads of organizations or interest groups, etc. ⎯anyone with useful insights about the population or community
* Partners/Partnerships: Not every individual or organization that works with a coalition does so as a member. Some may collaborate on specific tasks for a set period of time when interests align. It can be strategic to seek partner organizations from any number of community sectors that align with the work being done. For example, when working on smokefree multi-unit housing policies partners could be drawn from the housing sector, code enforcement, or community planning
* Policymaker: An elected official or organizational leader with the power to make decisions and adopt legislated or voluntary policies; those you are trying to influence with your advocacy efforts. Knowledgeable staff working for/with policymakers often serve as proxy information sources when actual decisionmakers are not available
* Relationships: The connections each member has with other individuals/groups/organizations that could be useful to the project (e.g., elected officials, community leaders, certain populations)
* Representation: To speak or act on behalf of the interests of a group or segment of the population, particularly when they have limited power or visibility. When aiming to increase diversity within the coalition, seek to include those directly from populations of interest or those who serve or can speak about those populations
* Skills/Experience: The expertise new members or volunteers can contribute to project activities (e.g., organizing events, public relations, writing/editing, managing social media, motivating others, making presentations, etc.). When onboarding new folks, it’s essential to collect information about what they can bring to coalition activities so you can maximize their utility
* Stakeholders: People who have an interest in or may be affected by an issue or action
* Youth/Young People: Sometimes used interchangeably, in tobacco control work the term ‘youth’ typically refers to minors 12-17 years old while ‘young people’ includes individuals 18-25 years old. Youth/young people can be valuable assets to advocacy campaigns. As spokespersons they often have a very persuasive effect on adults, especially decisionmakers. High school and college students may be recruited into coalitions alongside of adults, into separate youth coalitions, or as partners from youth groups with parallel interests for activity-specific tasks

# Uses of Evaluation

Evaluation activities for coalition objectives are used primarily to inform coalition and partnership functioning ⎯ to identify the priorities and interests of new and potential partners/members, monitor the participation and diversity of individuals and organizations involved, and to assess and improve coalition and collaboration materials and activities.

**Member/Partner Intake Surveys** are used during onboarding as well as annually or periodically to:

1. Learn about the characteristics and interests of those joining
2. Assess the diversity of the coalition
3. Capitalize on member expertise by matching member skills and interests to coalition activities

Measures:

* Contact information
* Diversity characteristics or constituencies represented
* Motivations and priorities for joining/collaborating
* The skills and resources individuals/organizations can contribute
* Affiliations/relationships with policymakers or key individuals or organizations
* The skills and experience they hope to gain by participating/collaborating

**Coalition Surveys** are used annually to:

1. Gauge member satisfaction with the way the coalition is being run, the focus of coalition efforts, and the progress being made
2. Assess member involvement in coalition trainings and activities
3. Determine member representation/diversity

Measures

* Satisfaction with coalition leadership, operations and priorities
* Satisfaction with coalition training opportunities
* Satisfaction with coalition recruitment and onboarding
* Satisfaction with coalition diversity and representation within the membership
* Satisfaction with coalition impact
* Member participation in project/coalition activities
* Satisfaction with participation, new skills/experience acquired

**Note**: The Tobacco Control Evaluation Center has a coalition survey that Local Lead Agencies *are strongly encouraged* to adapt and use. <https://tcec.sf.ucdavis.edu/sites/g/files/dgvnsk5301/files/inline-files/Coalition_Survey_Sample.pdf>

**Diversity Matrixes** are typically generated or updated once a year based on intake surveys or annual coalition surveys. Such a matrix is used to:

1. Identify and assess representation within your coalition ⎯ by individuals or organizations that come from or serve diverse segments of the local community
2. Identify personnel or connection gaps which can inform your recruitment efforts
3. Assess the cultural relevancy of your team to work in/with various communities
4. Set and track progress toward achieving diverse inclusion

Measures

* Whether the person is an individual member or represents an organization or group as a member or a partner
* The priority population (e.g., race/ethnicity, sexual orientation, education, socioeconomic level, military status, rural, etc.) of the individual or that which the organization serves
* Type of organization (government, faith-based, cultural, etc.)
* Jurisdiction/neighborhood/location of operation or residence
* Languages spoken
* Age (youth or adult)
* Gender
* Has connections s or relationships with other thought leaders, gatekeepers or organizations
* Previous experience/expertise level

**Member Participation Records** are commonly derived from the data collected from activity sign-in sheets which is then entered into a spreadsheet. The record can then be used to:

1. Track participation thresholds, momentum over time, or linkages to training or education efforts
2. Analyze by topic area (e.g., TRL) or activity type (e.g., attended city council meetings)
3. Correlate with coalition/activity satisfaction surveys so you understand reasons for participating (or not participating); identify potential leaders based on attendance or participation; follow up with members where more education, training or activity promotion is needed
4. Monitor which activity types/topics are frequented by members with certain characteristics (age, interests, etc.) This data can be used to strategically recruit additional members
5. Track individual skill-building and topical knowledge. Match with member/volunteer goals for contributing to the coalition to ensure they are getting what they wanted out of being a part of the coalition

Measures

* Activity name, type and/or short description
* Activity date
* Activity location/jurisdiction (optional)
* Participant ID numbers (to shield identities)
* Coalition member vs. guest or volunteer
* Participants’ involvement in the activity (e.g., served as a data collector, presenter, general participant, etc.)
* Other variables of interest (i.e., language spoken, length of time, output [e.g., # letters to the editor written], related objective, sponsor of the activity)

**Training Knowledge Tests or Retrospective Pre-/Post Tests** are used to:

1. Assess comprehension (accuracy and absorption) of training content against a pre-determined answer key of desired or ‘correct’ answers
2. Determine a change in knowledge before and after the training
3. Assess the readiness of trainees to carry out activities (e.g., train peers, speak at meetings, etc.)

Measures (also see [Instrument ESSENTIALS on Training Activities](https://tcec.sf.ucdavis.edu/sites/g/files/dgvnsk5301/files/inline-files/0000_Training_InstESSENTIALS_TCEC_2022.pdf))

* True/False, Yes/No, multiple choice, write in or open-ended responses about key concepts from the training
* Objective assessment of the level of knowledge before and after the training. With the Retrospective pre-/post test, the assessment is self-determined and self-reported rather than measured against an objective standard)
* Trainee confidence to apply learning and carry out activities

**Training Satisfaction Surveys** (also see [Instrument ESSENTIALS on Training Activities](https://tcec.sf.ucdavis.edu/sites/g/files/dgvnsk5301/files/inline-files/0000_Training_InstESSENTIALS_TCEC_2022.pdf))

1. Assess the effectiveness of the training session
2. Obtain feedback for improving the quality of the training
3. Assess the readiness of trainees to carry out activities (e.g., train peers, speak at meetings, etc.)

Measures

* Comprehension of key concepts
* Self-reported levels of confidence to implement the task
* Utility and/or appeal of training content, timing, facilitator performance, remaining questions, other feedback/comments
* Level of skill or knowledge before and after the training

**Materials Testing Focus Groups or Surveys are used to:**

1. Ensure that educational and outreach materials are culturally appropriate for audiences
2. Ensure that key messages are clearly understood by audiences
3. Assess which languages, literacy levels, and formats materials are needed in

Measures (also see [Instrument ESSENTIALS on Materials & Instrument Testing](https://tcec.sf.ucdavis.edu/sites/g/files/dgvnsk5301/files/inline-files/0000_Testing_InstESSENTIALS_TCEC_2022.pdf))

* Identify key messages
* Clarity/comprehension of messages
* Appeal of design/messages, formats
* Test text and data literacy levels
* Test translation accuracy

**Cultural Competence Assessments** are used to:

1. Encourage individual and organizational self-assessment and cultural humility/responsiveness
2. Promote continual cultural education
3. Identify how to improve and expand inclusivity
4. Assess readiness and capability to tailor approaches and materials to relevant populations

Measures

* Personal/organizational biases
* Organizational representation/diversity/equity/inclusiveness
* Whose beliefs/views are included? And whose are missing?
* Gaps in materials/services needed by audiences
* Participatory planning, decision making, data collection, analysis and sensemaking
* Reciprocity, equity

**Key Informant Interviews with Coalition Partners/Coalition Leadership/Advisory Boards** are used to:

1. Find out how collaborations with the coalition have been working
2. Get ideas for how to be a better partner to other organizations
3. Solicit ideas for how to attract more partner organizations, more diversity of members, etc.

Measures

* Feedback about working with the coalition or tobacco control project
* Knowledge/insights about specific populations in the community
* Connections with/access to key players in the community
* Referrals to other individuals and organizations

**Member Focus Groups** are used to:

1. Inform coalition leads about the effectiveness of coalition outreach and management strategies
2. Identify member needs and suggestions
3. Get ideas for how to recruit new members (from specific populations)

Measures

* Feedback about working with the coalition or tobacco control project
* Knowledge/insights about specific populations in the community
* Connections with/access to key players in the community
* Referrals to other individuals and organizations